

**TEACHERS' STRATEGIES IN TEACHING GRAMMAR
TO THE SIXTH GRADE AT ELEMENTARY SCHOOL IN
MALANG**

THESIS



By:

AULIA SIFA KAMILA

NIM. 19180053

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2026

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MALANG**

THESIS

*Submitted to the Board of Examiners in Partial Fulfillment of the
Requirement for the Degree of English Language Teaching (S, Pd.) in
the English Education Department*



By:

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NIM. 19180053

**ENGLISH EDUCATION DEPARTMENT
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MALANG**

2026

APPROVAL SHEET
TEACHERS' STRATEGIES IN TEACHING GRAMMAR
TO SIXTH GRADE AT ELEMENTARY SCHOOL IN MALANG

THESIS

By :

Aulia Sifa Kamila

NIM. 19180053

Has been approved by the advisor for further approval by the board examiners

Advisor,



Maslihatul Bisriyah, M. TESOL

NIP. 19890928201932016

Acknowledged by

Head of English Education Department



Maslihatul Bisriyah, M. TESOL

NIP. 19890928201932016

LEGITIMATION SHEET
**TEACHERS' STRATEGIES IN TEACHING GRAMMAR
TO THE SIXTH GRADE AT ELEMENTARY SCHOOL IN MALANG**
THESIS

By:

Aulia Sifa Kamila (19180053)

Has been defended in front of the board of examiners on the date of (July 2nd, 2026)
And declared PASS

Accepted as the Degree of English Language Teaching (S.Pd) requirement in the English

The Board of Examiners,

Signature

1. Prof. Dr. H. Langgeng Budianto, M.Pd Main Examiner
NIP. 197110142003121001



2. Farid Munfaati, M.Pd Co Examiner
NIP. 19860420201802012225



3. Maslihatul Bisriyah, M.TESOL Secretary/Adviso
NIP. 198909282019032016



Approved by

Dean of Faculty of Tarbiyah and Teacher Training

Maulana Malik Ibrahim Malang State Islamic University of Malang



Prof. Dr. H. Muhammad Walid, M.A.

NIP. 197308232000031002

Maslihatul Bisriyah, M.TESOL
Lecturer of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang

THE OFFICIAL ADVISOR'S NOTE

Page : Thesis of Aulia Sifa kamila
Lamp : 4 (four) Copies

Malang, June 23rd, 2026

The Honorable,
Dean of Education and Teacher Training Faculty
Maulana Malik Ibrahim Malang State Islamic University
In
Malang

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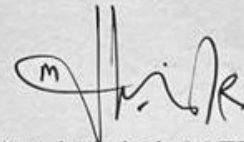
After conducting several times of guidance in terms of content, language, writing,
and after reading student's thesis as follow:

Name : Aulia Sifa kamila
Student ID Number : 19180053
Department : English Education
Thesis : Teachers' Strategies In Teaching Grammar To The
Sixth Grade At Elementary School In Malang

Therefore, we believed the thesis of Aulia Sifa Kamila has been approved for
further approved by the board examiners.

Wasslamu'alaikum Wr.Wb

Advisor,



Maslihatul Bisriyah, M.TESOL

NIP. 19890928201932016

APPROVAL

This is to certify that the thesis of Aulia Sifa Kamila has been approved
by the advisor for further approval by the board of examiners

Malang, June 23rd 2026

Advisor,

A handwritten signature in black ink, featuring a stylized 'M' and 'B' with a horizontal line underneath.

Maslihatul Bisriyah, M.TESOL

NIP. 19890928 201903 2 016

DECLARATION OF RESEARCHERSHIP

Bismillahirrahmaanirrahiim,

Here with, I:

Name : Aulia Sifa Kamila
NIM : 19180053
Department : English Education
Thesis : Teachers' Strategies In Teaching Grammar To The
Sixth Grade at Elementary School in Malang

Declare that:

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Researcher,



Aulia Sifa Kamila
NIM. 19180053

MOTTO

مَنْ جَدَّ وَجَدَ

"Where there's a will, there's a way."

DEDICATION

I dedicate this thesis to my beloved family: my father, Jumari, my mother, Waini, and my beloved husband, Gadi Sudrajat, who have always supported me no matter what and given me all their love and prayers. I also dedicate this to my sister, Siti Ratna Sari, who has always encouraged me to complete this thesis. All my friends who have encouraged me, and last but not least, myself, who has struggled to complete this thesis to this day.

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Malang, June 23rd 2026



Aulia Sifa Kamila

NIM. 19180053

LATIN ARABIC TRANSLATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543 b/U/1987 which can be described as follows:

Letters

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

A. Long Vowel

Vowel (a) long = â

Vowel (i) long = î

Vowel (u) long = û

B. Diphthong

أَوْ = aw

أَيَّ = ay

أُو = û

أَيَّ = î

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ABSTRAK

Kamila, Aulia Sifa. 2026. Strategi Guru dalam Mengajarkan Tata Bahasa pada Kelas Enam Sekolah Dasar di Malang. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing: Maslihatul Bisriyah, M.TESOL.

Kata Kunci: Strategi Guru, Pengajaran Tata Bahasa, Sekolah Dasar.

Penelitian ini bertujuan untuk mengidentifikasi strategi yang digunakan guru dalam mengajar tata bahasa kepada siswa kelas enam sekolah dasar di Malang serta mengeksplorasi tantangan pedagogis dan solusi yang dihadapi setelah penerapan strategi tersebut. Pendekatan yang digunakan adalah deskriptif kualitatif. Data dikumpulkan melalui observasi kelas, wawancara mendalam dengan dua guru bahasa Inggris, dan dokumentasi. Hasil penelitian menunjukkan adanya dua perbedaan strategi. Guru kelas enam A menerapkan strategi deduktif yang bersifat tekstual dan berpusat pada buku teks. Sebaliknya, guru kelas enam B menggunakan strategi induktif melalui pendekatan kontekstual berbasis kerja kelompok dan media lagu. Tantangan utama yang dihadapi di kelas enam A adalah rendahnya keterlibatan aktif siswa, sedangkan di kelas enam B tantangannya berupa pengelolaan kelas karena tingginya antusiasme siswa. Solusi yang diterapkan meliputi penyederhanaan struktur kalimat di kelas enam A dan penggunaan visualisasi garis waktu cerita serta konfirmasi lisan secara personal di kelas enam B. Kesimpulannya, nilai tertulis kelas deduktif lebih tinggi karena fokus pada struktur formal, namun pendekatan induktif lebih unggul dalam membangun motivasi siswa. Guru disarankan menerapkan pendekatan gabungan atau biasa disebut pendekatan eklektik yang mengombinasikan kedua strategi agar pembelajaran lebih akurat sekaligus menyenangkan.

ABSTRACT

Kamila, Aulia Sifa. 2026. Teachers' Strategies in Teaching Grammar to the Sixth Grade at Elementary School in Malang. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang.
Advisor: Maslihatul Bisriyah, M.TESOL.

Keywords: Teachers' Strategies, Teaching Grammar, Elementary School.

This study aims to identify the strategies teachers use in teaching grammar to sixth-grade elementary school students in Malang and explore the pedagogical challenges and solutions faced after implementing these strategies. The approach used was descriptive qualitative. Data were collected through classroom observations, in-depth interviews with two English teachers, and documentation. The results showed two different strategies. The sixth-grade teacher A implemented a deductive strategy that was textual and textbook-centered. In contrast, the sixth-grade teacher B used an inductive strategy through a contextual approach based on group work and songs. The main challenge faced in sixth-grade A was low student engagement, while in sixth-grade B the challenge was classroom management due to high student enthusiasm. The solutions implemented included simplifying sentence structures in sixth-grade A and using story timeline visualizations and personal verbal confirmation in sixth-grade B. In conclusion, the written scores of the deductive class were higher due to the focus on formal structures, but the inductive approach was superior in building student motivation. Teachers are advised to implement a combined approach, also known as an eclectic approach, which combines both strategies to make learning more accurate and enjoyable.

خلاصة

كاميلا، أوليا شيفا. 2026. استراتيجيات المعلمين في تدريس قواعد اللغة للصف السادس بالمدسة الابتدائية في مالانج. بحث علمي، قسم تعليم اللغة الإنجليزية، كلية علوم التربية وتأهيل المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرفة: مصلحتُ البصرية، الماجستير في تعليم الإنجليزية لغير الناطقين بها (M.TESOL).

الكلمات المفتاحية: استراتيجيات المعلمين، تدريس القواعد، المدرسة الابتدائية.

تهدف هذه الدراسة إلى تحديد الاستراتيجيات التي يستخدمها المعلمون في تدريس قواعد اللغة الإنجليزية لطلاب الصف السادس الابتدائي في مالانج، واستكشاف التحديات التربوية والحلول التي واجهتهم بعد تطبيق هذه الاستراتيجيات. واعتمدت الدراسة المنهج الوصفي النوعي، حيث جُمعت البيانات من خلال الملاحظات الصفية، والمقابلات المعمقة مع اثنين من معلمي اللغة الإنجليزية، بالإضافة إلى التوثيق. أظهرت النتائج وجود استراتيجيتين مختلفتين؛ إذ طبق المعلم (أ) استراتيجية استنتاجية تركز على النصوص والكتب الدراسية، بينما استخدم المعلم (ب) استراتيجية استقرائية تعتمد على السياق من خلال العمل الجماعي والأغاني. تمثل التحدي الرئيسي الذي واجهه المعلم (أ) في ضعف تفاعل الطلاب، بينما تمثل التحدي في إدارة الصف نظرًا لحماس الطلاب الشديد. وشملت الحلول المطبقة تبسيط تراكيب الجمل في الصف (أ)، واستخدام تمثيلات بيانية لتسلسل الأحداث والتأكيد اللفظي الشخصي في الصف (ب). وخلصت الدراسة إلى أن درجات الكتابة في الصف الذي اعتمد الاستراتيجية الاستنتاجية كانت أعلى نظرًا لتركيزها على التراكيب الرسمية، إلا أن الاستراتيجية الاستقرائية كانت أكثر فعالية في تحفيز الطلاب. يُنصح المعلمون بتطبيق نهج مشترك، يُعرف أيضًا بالنهج الانتقائي، والذي يجمع بين الاستراتيجيتين لجعل التعلم أكثر دقة وممتعة.

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses several points related to this research. These points cover the research background, the research question, the research objective, the scope and limitations, the significance of the research, and the definition of key terms.

1.1 Research Background

Language is a system used for human communication (Fabbro, Crescentini, 2022). Without language, it is difficult to imagine how humans can cooperate and interact harmoniously. Through communication, we share information, express ideas, and build social relationships. Because of the importance of communication, humans must learn how to communicate effectively, which involves understanding the structure and rules of language itself. Effective communication can only occur if both the sender and receiver of the message understand the content of the information being conveyed well (Eke, 2020).

Language has an inseparable relationship with human life (Planer dan Sterelny, 2021). Apart from being a communication tool, language also plays an important role in shaping an individual's cultural and social identity. In the context of education, language becomes the foundation for developing students' abilities, both academically,

socially, and emotionally. With a good command of language, students can more easily comprehend other subjects, so language has a central role in the entire learning process (Amar, 2024).

As an international language, English holds a strategic role in global communication, and in Indonesia, it has been introduced at the elementary school level, including in the sixth grade. More specifically, English is introduced to students from the day they enter elementary school until graduated from secondary school. English Education really needs to be encouraged considering the increasing need for English (Widyastuti, 2019). Students are also expected not only to master English grammar theoretically, but also to be able to apply it in language skills such as listening, speaking, reading, and writing.

Grammar skills are one of the important aspects of language learning at the primary school level, as they are the foundation for mastering reading, writing, listening, and speaking skills (Alisoy, 2023). However, grammar teaching presents challenges for teachers, especially in creating learning that is interesting, interactive, and easily understood by sixth-grade students. One of these is the difference in students' ability levels in one class that can make it difficult for teachers to design grammar lessons that are appropriate for all students. Some students may already understand certain concepts, while others are still struggling with basic material (Aman, 2020).

Teaching grammar in elementary school presents special challenges for teachers, given students' limited understanding of abstract concepts as well as the differences in structure between students' mother tongue and English, which can cause confusion in grammar learning (Nawaz et al., 2023). Learning English is not easy, because it is not the language used in their daily lives. English emphasizes vocabulary mastery more. If a student is used to mispronouncing a word, this results in a tendency for them not to be able to provide clear information (Gusti et al., 2021). Therefore, teachers are required to design creative, interactive, and fun teaching strategies so that students can learn grammar in a way that is effective and relevant to the context of everyday communication. The right approach not only helps students understand grammar deeply but also supports their ability to use English productively and receptively (Sanulita et al., 2024).

This strategy must also be adapted to the age and comprehension level of the students, considering that sixth-graders are in a phase of cognitive development that requires an engaging and relevant approach.

This aligns with Al-Qur'an Surah An-Nahl verse 125, which emphasizes the vital importance of teaching methods and skills:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ

وَجَادِ لَهُمْ بِالَّتِي هِيَ أَحْسَنُ

Meaning: "Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best."

The word "hikmah" in the verse refers to "wisdom" or an "application of appropriate strategies." In this context, teaching sixth-grade students grammar requires a wise approach through child-friendly strategies, effective teaching methods, and strong argumentation. This verse indicates that the success of *da'wah* or, in this framework, teaching is highly dependent on the methods employed. Consequently, the implementation of creative learning methods can both stimulate students' interest in learning and strengthen their grammar skills (Pentury et al., 2020).

Several previous studies have examined grammar teaching in elementary schools (SD), especially in the context of learning English as a foreign language. According to Nawaz et al. (2023), found that grammar teaching at the elementary school level faces challenges such as students' limited understanding of language structure, differences between their mother tongue and English, and minimal teacher training in effective grammar teaching. Meanwhile, Aman (2020) reported that teachers often have difficulty adapting grammar materials to the level of cognitive development of elementary school students. In terms of teaching strategies, teachers generally use traditional methods such as drill and practice, translation, and memorization of grammar rules. However, this strategy is considered less effective in fostering students'

in-depth understanding. As an alternative, some teachers have begun to apply communicative approaches, language games, visual aids, and context-based teaching to increase students' engagement and understanding of grammar (Mamadiyoroova & Rahmonqulova, 2023; Nawaz et al., 2023).

The lack of local research specifically examining grammar teaching methods at the elementary school level is a major concern in the world of education. Therefore, the novelty of this study lies in its primary focus on grammar learning to find effective methods for improving student comprehension. The selection of sixth-grade students as research subjects was driven by academic urgency as well as mature cognitive considerations.

According to Piaget's (1972) theory of cognitive development, children aged 11-12 are in the transition from the concrete operational stage to the formal operational stage. During this crucial phase, their abstract thinking skills begin to develop, although they still require a bridge in the form of creative and contextual teaching methods to avoid learning anxiety when facing complex grammar rules (Pentury et al., 2020). In addition, sixth-grade students already have linguistic readiness, such as a more mature vocabulary and a longer attention span, making them more ready to engage in complex learning interactions compared to lower-grade students (Cameron, 2001). As the final grade in elementary school, strengthening the grammar foundation in the sixth

grade also serves as an important preventive measure to prepare students academically for a much more demanding language curriculum in junior high school (Lightbown & Spada, 2013).

Based on these points, this study is expected to provide significant practical contributions for teachers in grammar instruction. By understanding effective teaching strategies, teachers can design learning strategies that are more targeted and suited to the cognitive needs of sixth-grade students. Furthermore, this study can serve as a guide for teachers in facing challenges when delivering grammar material. This contribution is expected not only to help improve student learning outcomes but also to support the professional development of teachers in teaching grammar thoroughly and interactively.

1.2 Research Questions

Based on the explanation of the research background, the research questions are as follows:

1. What strategies do teachers use in teaching grammar to sixth-grade students at an elementary school in Malang?
2. What pedagogical challenges do teachers face in implementing their grammar teaching strategies to sixth-grade students at an elementary school in Malang?

1.3 Research Objectives

In line with the formulation of the research question, the research objectives of this study are:

1. To identify the strategies used by teachers in teaching grammar to sixth-grade students at an elementary school in Malang.
2. To explore the pedagogical challenges faced by teachers in implementing grammar teaching strategies.
3. To explore solutions to overcome these challenges.

1.4 Scope and Limitation of the Study

The study focuses on identifying strategies used by English teachers in teaching grammar to sixth-grade students at an elementary school in Malang. This study specifically looks at the different types of strategies used when teaching grammar in the classroom, as well as the teaching challenges they face when applying these strategies. This study focuses on sixth-grade students because this is the final year of basic education in Indonesia. This study does not examine every aspect of English grammar. Rather, it focuses on the grammar materials covered in the sixth-grade English curriculum, particularly those taught during the period of data collection. Data are collected through classroom observation and teacher interviews. The findings are therefore descriptive in nature and are not intended to be generalized beyond the research context.

1.5 Significance of the Study

This study analyzes the teachers' strategies in teaching English grammar to sixth-grade students. Therefore, this study is expected to provide practical and theoretical contributions to the English teaching and learning process:

1. For the students: This research helps students understand grammar material better through the application of strategies that suit their learning style.
2. For teacher: This research provides insight into effective strategies in teaching grammar, so that teachers can choose methods that suit the needs of students.
3. For the researcher: This research can be the basis for further research related to grammar learning strategies at other educational levels.

1.6 Definition of the Key Terms

There are several key terms provided in this study, they are:

1. Teachers' Strategies

In this study, teachers' strategies refer to the specific methods, techniques, and approaches employed by teachers to facilitate grammar instruction and learning of grammar in the classroom. These strategies may include direct instruction, inductive or deductive approaches, the use of teaching aids, interactive activities, and other instructional

practices aimed at improving students' grammar competence (Brown, 2001).

2. Teaching Grammar

Teaching Grammar is defined as the process of providing students with knowledge about the rules and structures of the English language and guiding them to apply these rules accurately in both oral and written communication. It involves explaining grammatical concepts, giving examples, and creating opportunities for practice in meaningful contexts (Ur, 2012).

3. Grammar is the foundation of a language. It serves as a framework that enables speakers and writers to construct logical sentences that are easily understood by listeners or readers (Fitriani & Hidayat, 2020). Students find it easier to write both simple and complex sentences if they understand grammar. This is because grammar is a system that provides guidelines for how to form and use sentences correctly.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents information and theories related to the variables and topics in this study. Information and theories are taken based on previous research. Some of the information and theories presented include teaching strategies, grammar, grammar teaching strategies, the teacher's role in grammar teaching, grammar materials of grade VI students, and previous studies.

2.1 Teachers' Strategies

Teaching strategy is a systematically designed approach to help teachers deliver learning materials effectively and efficiently to students. According to Brown (2001), a teaching strategy is a plan that involves various techniques and methods tailored to learning objectives and students' needs. This strategy includes several aspects such as classroom management, instructional approaches, and the selection of teaching media. In the view of Richards and Renandya (2002), teaching strategy is not only about methods, but also involves long-term planning to achieve specific learning outcomes that include teacher activities and student engagement.

Furthermore, Slavin (2006) states that a good teaching strategy should consider students' individual differences, learning styles, and a

supportive learning environment. This is because each student has different characteristics and learning needs, so teachers need to be flexible in choosing appropriate strategies. Meanwhile, Joyce, Weil, and Calhoun (2009) emphasize that an effective teaching strategy is one that can encourage active student involvement, build conceptual understanding, and enhance critical thinking skills. Therefore, teaching strategies are an important part of the education process that require careful planning, understanding of students' characteristics, and the teacher's ability to use different methods. Choosing the right strategy can help achieve the best possible learning outcomes.

According to Sari (2020), English teaching strategies are divided into two types. The first is the Learning Approach-Based Strategy. This strategy focuses on the teacher's delivery of the material. Communicative Language Teaching (CLT) is one of the most common approaches, focusing on developing students' oral and written communication skills. The goal is to enable students to use English functionally in real-life situations. Furthermore, there is Contextual Teaching and Learning (CTL), which connects subject matter to students' life contexts, making learning more relevant and meaningful. Another approach is the Genre-Based Approach, in which students learn language through understanding the structure and language features of various types of texts (e.g., narratives, descriptions, or reports).

The second strategy is the Skills and Media-Based Strategy. This strategy focuses on building specific skills and using helpful tools. Collaborative Learning is a method where students work together in groups to complete tasks. This helps them improve their social and language abilities through direct interaction. Multimedia-Based Learning uses technology like video, audio, and visual presentations to make learning more interactive and interesting. The use of this media is particularly effective for students with visual and auditory learning styles.

2.2 Grammar

Grammar is a fundamental element of language that has been defined in various ways by language scholars. According to Richards and Schmidt (2010), grammar refers to the description of the structure of a language and how linguistic units such as words and phrases are combined to form sentences. This definition emphasizes grammar as the framework for creating meaningful language. Similarly, Ur (1996) defines grammar as the way a language manipulates and combines words (or bits of words) to form longer units of meaning, with a focus on its functional role in communication. Thornbury (1999) supports this view by describing grammar as a description of the rules that govern how a language's sentences are formed, highlighting grammar's role as a set of formal rules.

Harmer (2001) extends the idea by stating that grammar is the study and practice of the rules by which words change their forms and are combined into sentences, pointing to its application in language use. Furthermore, Crystal (2003) also notes that grammar forms the structural foundation of our ability to express ourselves, emphasizing the importance of understanding grammar for effective communication. Experts collectively define grammar as a system of rules and a tool for creating and understanding effective language.

2.3 Grammar teaching strategies

Grammar teaching strategies refer to the methods and approaches that teachers use to help learners understand and use grammatical structures effectively. Here are several strategies for teaching grammar in elementary schools according to experts:

2.3.1 Explicit Grammar Instruction

According to Ellis (2006), explicit instruction is effective in helping students understand language structures consciously, especially in the context of foreign language learning in formal environments. This strategy involves the direct teaching of grammar rules systematically. The teacher explains the grammar rules, gives examples, and then students apply them in exercises.

2.3.2 Implicit Grammar Teaching

Krashen (1982) stated that grammar is better acquired through meaningful and understandable input rather than through explicit teaching. In this strategy, grammar is taught indirectly through contexts such as stories, songs, games, or communication activities without explicit explanation of grammar rules.

2.3.3 Task-Based Language Teaching (TBLT)

Willis (1996) stated that TBLT helps students learn grammar contextually and meaningfully because they focus on meaning and not just form. Grammar is taught through communicative tasks in which students use language structures to accomplish a specific purpose (e.g., making an invitation or making a schedule).

2.3.4 Deductive Grammar Teaching

According to Brown, the deductive approach is a teacher-centered approach. Information about language concepts, structures, or rules is presented clearly at the beginning of class by the teacher, before students are asked to practice it in specific language exercises. The application of the deductive approach in language learning follows three systematic steps, which begin with the presentation of rules, where the teacher explains grammar formulas explicitly. The second step is giving examples, namely the teacher demonstrates the application of the

formula in real sentences. This process ends with guided and independent practice, where students actively test their understanding by filling in questions or modifying sentences into structures they have just learned.

2.3.5 Inductive Grammar Teaching

Thornbury (1999) emphasized that the inductive approach makes students more active in learning and can improve memory. The teacher gives an example sentence, and students are encouraged to figure out the grammar rules themselves based on the patterns. This strategy encourages independent discovery and critical thinking.

2.3.6 Use of Visuals and Realia

Cameron (2001) emphasized the importance of visual context in children's language learning, as children understand abstract concepts more easily with the help of images or visual aids. Using pictures, real objects, flashcards, and other visual materials can help children understand grammar, especially when explaining concepts like prepositions (on, under, beside).

2.4 Teacher's Role in Grammar Teaching

Teaching grammar in elementary schools plays a vital role in language development, and teachers are one of the main facilitators. According to Ur (2012), the primary responsibility of teachers is to

create a language-rich environment, where grammar is not taught in isolation, but is applied to communication. The students find it easiest when grammar instruction is embedded in engaging reading and writing tasks, allowing them to understand grammar rules through context, rather than memorization.

At the primary level, teachers also serve as models of correct language use. According to Thornbury (1999), students in primary schools acquire many of their language skills through exposure and imitation. Furthermore, they must be attentive to opportunities for incidental grammar instruction, using students' spontaneous language as a springboard for short lessons that support word acquisition without disrupting the flow of communication.

Another important role for teachers is to devise grammar instruction that is developmentally appropriate for their students. Cameron (2001) emphasized that grammar instruction at the elementary level should be age-appropriate and cognitively accessible. A teacher should simplify complicated grammar ideas into simpler terms and explain them using visual tools, hands-on materials, and interactive activities. This approach aligns grammar learning with students' developmental readiness, which helps improve their understanding and memory.

In addition, teachers play a motivational role by fostering positive attitudes toward grammar learning. According to Ellis (2006),

learner motivation significantly influences grammar acquisition, especially in young children. Teachers can maintain interest and reduce anxiety by making grammar instruction fun and collaborative, using songs, games, storytelling, and creative writing. These techniques transform grammar from a rigid set of rules into a dynamic and engaging part of language use.

Finally, teachers are responsible for assessing students' grammar development and providing individualized support. Larsen-Freeman (2003) says that assessment should not focus on written tests, but also include looking at how they take part in class activities. This detailed evaluation helps teachers adjust their lessons to focus on particular grammar challenges and to help students keep improving their grammar skills.

2.5 Grammar Materials of Sixth-Grade Students

The grammar material taught in elementary schools naturally varies depending on the grade. In this case, the material taught in sixth grade includes the Simple Present Tense, Simple Past Tense, and Simple Future Tense. These four tenses are the main foundation of grammar learning in elementary schools, especially in sixth grade. Mastering them helps students understand sentence structure in various time contexts. The following is an explanation of the grammar material taught

in grade VI of elementary schools based on the Indonesian curriculum (specifically the 2013 Curriculum and the Merdeka Curriculum).

2.5.1 Simple Present Tense

This tense is used to express routine activities, habits, or general facts. Its main function is to express daily activities, general facts, and schedules that remain unchanged according to the usual time.

2.5.2 Simple Past Tense

This tense is used to express events that occurred in the past and have already been completed. The main function of this tense is to recount past experiences and tell history.

2.5.3 Simple Future Tense

This tense is used to express events that will occur in the future. Its main function is to express future plans/intentions and to make predictions.

2.6 Previous Studies

Several studies related to teachers' strategies in teaching grammar to elementary school students showed various approaches and impacts. The first study was done by Sari et al. (2022), with the research title "*The Implementation of Task-Based Language Teaching (TBLT) in Grammar Instruction for Elementary School Students*". This study aimed to explore the effectiveness of TBLT in enhancing sixth-grade students' grammar proficiency. Using a qualitative descriptive approach,

the researchers conducted classroom observations and interviews with teachers. The findings revealed that TBLT improved students' understanding of grammar rules and increased their participation during lessons.

Second, another relevant study was conducted by Rahman and Putri (2021), titled “*Teachers’ Use of Interactive Activities in Grammar Teaching for Young Learners*”. This research examined how interactive activities such as games and storytelling were employed to teach grammar in an elementary school setting. The study used a case study design, collecting data through teacher interviews, student focus groups, and lesson plans. The results indicated that interactive activities not only helped students grasp grammar concepts but also kept them motivated and engaged.

Third, Prasetyo (2023) conducted a study titled “*Challenges and Strategies in Teaching Grammar to Elementary School Students in Rural Areas*”. This study aimed to determine the difficulties experienced by teachers in rural schools and the methods they use to address these challenges. The researcher conducted interviews with six elementary school teachers using a qualitative phenomenological approach. The study showed that limited resources and low parental involvement were common challenges, while teachers typically used visual aids and collaborative learning methods to teach grammar effectively.

In general, the results of these three studies indicate that teachers' methods of teaching grammar in elementary schools vary widely and help improve student understanding and engagement in learning. First, research by Sari et al. (2022) shows that the use of Task-Based Language Teaching (TBLT) is effective in improving sixth-grade students' understanding of grammar rules and increasing their participation in learning activities. Second, research by Rahman and Putri (2021) emphasizes the importance of interactive activities, such as games and stories, in teaching grammar. These activities have been shown to make students better understand grammar concepts and stay motivated during the learning process. Third, research by Prasetyo (2023) reveals the challenges faced by teachers in remote areas, such as limited resources and low parental involvement. However, teachers overcome this by using visual aids and collaborative learning techniques, which have proven to be quite effective in teaching grammar.

These findings show that the right grammar teaching approach and strategy can have a significant impact on students' learning success, even though school backgrounds and conditions vary. Therefore, it is important to continue exploring other grammar teaching strategies applied by teachers in various contexts. In this regard, this study discussed the analysis of teachers' strategies in teaching grammar to sixth graders at an elementary school in Malang, in order to gain a

broad understanding of grammar teaching practices at the elementary school level.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explained the research methodology that was used to collect and analyze the data of the research. These points cover the research design, time and setting of the research, research instrument, data collection technique, data analysis technique, and data validity.

3.1 Research Design

This research employed a qualitative approach. In this study, the researcher collected information about teacher strategies in teaching grammar in the form of a descriptive qualitative research design. The researcher observed the teacher while teaching and interviewed the teacher about the learning strategies, student abilities, and the results of the strategies used after evaluation. According to John W. Creswell (2014), qualitative research is an approach to exploring and understanding the meanings individuals or groups attach to a social or humanitarian issue. This approach focuses on a research process that involves developing questions and procedures, collecting data from participants, analyzing the data inductively (from specifics to general themes), and interpreting the meaning of the data.

According to Gay and Peter (1987), descriptive qualitative research is useful in studying various materials and scholastic

complications. Thus, it can be assumed that the qualitative descriptive method is a type of research that aims to understand and solve problems in depth using non-quantitative data. Based on the description above, the researcher concludes that descriptive qualitative research aims to describe social phenomena in the form of words. Therefore, in this case the main purpose of descriptive research is to describe the teacher's strategies used in grammar learning.

3.2 Time and Setting of the Research

This research was conducted at an elementary school in Malang in class VI, semester I of the 2025/2026 school year. The researcher chose this school based on several considerations relevant to the focus of the research. First, this school is a relatively new school, so it has a high spirit of development, including in the aspect of English language learning. This opens up opportunities for researchers to observe teaching strategies that may be more innovative and adaptive to current learning needs. Second, the sixth-grade school consists of two classes, and both teachers participated in the research. The English teachers in sixth grade have a strong background and considerable experience in teaching grammar, and are expected to contribute in-depth information to this study.

The selection of grade VI as the research subject was based on curriculum considerations, where at this level, students have received

quite a lot of English material, and grammar learning begins to be emphasized more intensively. Thus, grade VI is an appropriate representation to study teacher strategies in teaching grammar more comprehensively and applicably.

3.3 Research Instruments

3.3.1 Observation Guidelines

According to Creswell (2014), observation guidelines are a framework used by researchers to direct, focus, and organize the observation process in qualitative research. Observation guidelines aim to help researchers avoid losing their way during data collection by outlining what aspects to observe, how to record them, and the context in which the observations are conducted.

To implement these guidelines effectively in the field, Creswell suggests several systematic steps in conducting observations. First, the researcher must determine the observation role they will take, whether as a full participant, a full observer, or a combination of the two. Once the role is established, the researcher enters the field armed with an observation guide sheet (observation field notes), which is usually divided into two main columns: a descriptive notes column to record details of events, dialogues, and physical aspects of the environment objectively, and a reflective notes column to record the researcher's thoughts, personal reactions, or theoretical speculations during the

process. While on site, the researcher consistently focuses on the specific behavioral codes or activities that have been designed in the observation guide to ensure that no relevant data is missed. Finally, this process is closed by immediately tidying and completing field notes immediately after leaving the observation location so that crucial details recorded in memory are not lost.

3.3.2 Interview Questions

According to Creswell (2014), interview questions are a series of open-ended, flexible questions designed to elicit in-depth data from teachers. The goal is to understand the grammar teaching strategies they use, the reasons behind their choices, and the challenges and successes they experience. The purpose of the interview questions in this study focuses on the subjective experiences and perspectives of teachers, not just statistical data. The purpose of those questions is to explore teaching strategies with questions specifically aimed to identifying the methods, techniques, and approaches teachers use when teaching grammar to sixth-grade students. Next, to understand the rationale, researchers asked why teachers choose certain strategies. Finally, to explore challenges and find solutions, questions focus on the difficulties teachers face and how they overcome them.

3.3.3 Documentation

Documentation is an important instrument for supplementing data obtained from interviews and observations. Unlike interviews or observations, which can be influenced by researcher interaction, documents provide a direct picture of a phenomenon without direct intervention from the researcher.

3.4 Data Collection Technique

In this section, the data collection technique used by the researcher is through observation of the teacher's strategies used in teaching grammar in grade VI. Furthermore, to support the research needs, the researcher followed the learning process carried out by the teacher and took a picture of all activities in the field. After conducting observations, the researcher conducted interviews with teachers about the obstacles faced in the class during grammar material learning activities using the strategies applied. Observations and interviews were conducted over two weeks using an observation and interview checklist with sixth-grade English teachers. Additionally, the researcher recorded audio during the interviews and took photographs for observations to meet the research data requirements.

Table 1: Data Collection Technique

Data Collection Techniques	Objectives	Steps
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Observation	To identify the strategies used by teachers in teaching grammar to sixth-grade students in elementary school.	• Observe the teacher's learning process using an observation guideline, • Write important points.
Interview	To explore the challenges faced by teachers in implementing grammar teaching strategies and explore solutions to overcome these challenges.	• Conducting interviews with sixth-grade teachers using an interview checklist, • Then record audio during the interviews.
Documentation	Supporting research data needs.	• Researchers analyze student work and Personal notes from teachers. • Taking pictures (photos) during observations, • Recording audio during interviews.

3.5 Data Analysis Technique

After a series of data collection, data analysis was carried out to organize and describe the data. The data analysis technique uses the Miles and Huberman data analysis model. Activities in data analysis using this model are carried out continuously until complete and produce saturated data.

The steps of the Miles and Huberman data analysis model (Sugiyono, 2013) are as follows. First, data reduction, which is the process of sorting out important things according to predetermined

themes and patterns. The researcher interviewed two English teachers using Indonesian for 5-7 minutes. The researcher also conducted class observations when the teacher taught reading comprehension. After the interview and observation process, the next step is data reduction. The researcher summarizes, selects the main points, focuses on the essentials, and looks for themes and patterns. The reduced data provides a clearer picture and makes it easier for researchers to collect it because most of the data is obtained from the field. In addition, in this process, data that is not at least in accordance with the topic can be removed.

Second, data display is the process of presenting data, which can be in the form of narratives, charts, and relationships between categories. Researchers present the data obtained in descriptive form. Third, verification or drawing conclusions. The data that has been obtained is then written in the data presentation and analyzed to obtain a conclusion. Researchers conclude the data using a descriptive form because this study describes the strategies used and the challenges faced by teachers in teaching grammar.

3.6 Data Validity

According to John W. Creswell, data triangulation is an important strategy in qualitative research to ensure the validity or validity of data. Simply put, triangulation can be defined as the process of verifying research findings by examining information from various

data sources. This approach is used to build a strong and credible understanding of a phenomenon being studied.

Creswell (2013) explains that data triangulation is a validation procedure that requires researchers to collect data from three or more different sources. The goal is to create a coherent picture of the phenomenon being studied. This allows researchers to confirm that findings obtained from one data source, such as interviews, are consistent with findings from other data sources, such as observations or documents. Furthermore, by combining diverse perspectives and information, researchers can gain a more comprehensive and richer understanding. This ultimately enhances the credibility of the study because it demonstrates that the findings presented are supported by evidence from multiple sources.

Based on Creswell's, the most relevant and effective triangulation approaches are Data Source Triangulation and Methodological Triangulation. This method aims to increase the credibility and validity of the findings by comparing and confirming evidence from various data sources, methods, or participants.

Here are the specific steps for conducting data triangulation:

3.6.1 Data Source Triangulation

This involves collecting data from various individuals or locations to check the consistency of the findings.

Table 2 Data Source Triangulation

Data Source	Example of Data Obtained	Role in Triangulation
Sixth-Grade Teacher (Primary Participant)	Grammar teaching strategies were explained by the teacher in the interview.	Provides the main perspective on the teaching strategies.
Sixth-Grade Students (Additional Participants)	Students' perceptions of how the teacher teaches grammar (e.g., through focus group interviews or open-ended questionnaires).	Supports or challenges the teacher's claims; gives a perspective from the strategy's recipients.

How to Process: Compare the teacher's description of the grammar teaching strategies with the students' views on those strategies. If they are consistent, your findings are strong. If there are differences, analyze further why those differences occurred (e.g., the teacher claims to use method X, but students say the teacher uses method Y more often).

3.6.2 Methodological Triangulation

This involves using various data collection methods to investigate the same phenomenon.

Table 3 Methodological Triangulation

Data Collection Method	Example of Data Obtained	Role in Triangulation
Classroom Observation	Fieldnotes and recordings that describe the actual implementation of the grammar teaching strategies by the teacher in class.	Provides direct and concrete evidence of what the teacher is actually doing.

Semi-Structured Interview	Transcripts of in-depth interviews with the teacher about their intentions, reasons, and self-perceptions regarding the strategies they use.	Gains a deep understanding of why the teacher chooses certain strategies.
Documents	Provides evidence of planning and instructional materials that support the claimed strategies.	

How to Process:

- Compare the strategies the teacher mentions in the interview with the strategies observed in the classroom.
- Match the data from the observation with the evidence in the documents.
- If the teacher says they often use strategy A (interview) and the observation shows they indeed use A, and the teaching module supports A, then the finding about strategy A is highly credible. If there is a mismatch (e.g., the teacher says they use A, but the observation shows B), this must be explained in the analysis.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the research. The findings include identifying the teacher's strategies when teaching grammar to sixth-grade students, and finding the challenges faced by teachers and the teachers' solutions to solve the problem. The researcher explains the analysis of data obtained from the field through observation, interviews, and documentation. Following the presentation of the findings, a discussion is provided to analyze and interpret the research results.

4.1 Findings

4.1.1 Teaching strategies

The data presented in this chapter were gathered through classroom observations and in-depth interviews. To provide a comprehensive overview, the observations focused on two English teachers during their grammar lessons, specifically the Simple Future Tense. To provide a clear overview of the data gathered from the classroom observations and also the results of interviews with both teachers, the following summarizes their teaching activities, methods, and media used during the Simple Future Tense lessons.

Table 4 Summary of Classroom Observation Results

Observation Aspects	Sixth-A	Sixth-B
Pre-teaching Activities	- Reviewed previous material. - Using <i>ice-breaking</i> ("Tepuk Tunggal").	- Reviewed previous material (<i>Simple Past Tense</i>). - Did not use <i>ice-breaking</i>.
Teaching method	- Direct/textbook-centered method (focused directly on the textbook). - Used lecture technique (<i>metode ceramah</i>) - Provided easy-to-understand example sentences.	- Contextual method. - Used a song for introducing vocabulary/concepts. - Provided easy-to-understand example sentences.
Media & Learning Resources	-Textbooks and <i>LKS</i> (student worksheets). -Did not use visual media (pictures/flashcards).	-Whiteboard, textbooks, and <i>LKS</i>. -Used a song as audio/vocal media.
Classroom Interaction	- Individual tasks. - Encouraged students to ask questions. - Appointed specific students to discuss exercises.	- Group tasks and group presentations. - Frequently asked questions to check if students had difficulties.
Feedback & Solutions	- Checked students' <i>LKS</i> answers directly. - Explained the material again using simpler sentences if students made mistakes.	- Checked students' work before they did group presentations. - Explained the material again using other examples.
Post-Teaching Activities	- Conducted a short evaluation. - Summarized the lesson by repeating the material. - Did not give homework.	- Conducted a short evaluation. - Summarized the lesson, gave other examples, and asked questions to each student.

		- Did not give homework.
Student Responses	Students completed individual assignments and translated sentences based on the teacher's prompts.	Students were highly enthusiastic because of the game/song and the group presentation requirement.

Based on the data in the classroom observation table in terms of learning strategies, both classes shared similarities in pre- and post-lesson activities. Both teachers reviewed previous material, provided easy-to-understand example sentences, and concluded the session with a brief evaluation without assigning homework. However, the fundamental difference lay in the approaches used. The Grade Six-A teacher implemented a deductive learning strategy using individualized, textbook-based lectures, while incorporating an icebreaker activity at the beginning of the session. In contrast, the Grade Six-B teacher adopted an inductive learning strategy through a contextual approach and group work, using songs as an audio medium to introduce new vocabulary, although without a prior icebreaker activity.

The results of interviews with both teachers reinforced the observational findings regarding similarities in learning strategies, particularly in providing easy-to-understand

examples and implementing evaluations. Regarding providing examples, Teacher A stated, “*Yes... students who need a longer understanding are asked more questions so they automatically receive repeated explanations,*” which is in line with Teacher B’s steps, who chose to give examples first, and provide extra guidance slowly using simple language examples so that children can easily understand. In addition, the similarities in conducting short evaluations at the end of class are also supported by Teacher A’s statement that assesses understanding “*By means of tests, either oral/direct question and answer or written tests.*” The same tone was also conveyed by Teacher B, who is accustomed to conducting assessments “*Through direct assessments/spontaneous questions and answers/short oral tests*” and “*written assessments via LKS.*”

On the other hand, the interview results also provide strong evidence underlying the differences in teaching strategies between the two classes. The first difference regarding the textbook-centered versus contextual approach is evident in Teacher A’s statement that the teaching sequence she uses is “*according to the flow of the lesson in the worksheets,*” with the primary strategy focused on grammar understanding. In contrast, Teacher B emphasized that “*The primary strategy is using contextual and applicative methods, not just memorizing theory*

but also encouraging students to apply it in everyday speech," which is reinforced by the method of linking the material to the children's daily activities so they understand better.

The second difference regarding the use of audio media in the form of songs also aligns with the interview content. Teacher A rarely appears to include creative media, answering, *"I've played games, but I forget the names,"* while Teacher B actively uses this media to memorize vocabulary using energetic and engaging songs, so the children quickly understand and memorize. And the last, the difference in interaction in the form of individual assignments in Sixth-A and group work in Sixth-B is supported by Teacher B, who explains that in her class, *"Students are divided into several groups to interact with each other... The final results are presented to the front of the class in order to train the children's courage to speak in front of their friends."*

4.1.2 Teachers' Challenges

These differences in strategies triggered potential problems in each class, beyond their common primary issue of failing to communicate learning objectives at the beginning of class. In class Sixth-A, the apparent problem was low levels of active, independent student engagement, where the learning

atmosphere tended to be rigid and students passively moved based on prompts or direct instructions from the teacher. Meanwhile, in class Sixth-B, the problem shifted to classroom management challenges. The high student enthusiasm, caused by the use of songs, games, and mandatory group presentations, had the potential to create an overly noisy classroom atmosphere if not carefully managed.

To address student learning challenges, both teachers chose the solution of re-explaining material they didn't understand, but with different remedial techniques. Teacher Sixth-A resolved comprehension issues by simplifying sentence structures and immediately checking students' worksheet answers on the spot. Teacher Sixth-B, on the other hand, took preventative measures by checking students' work before group presentations to avoid misconceptions. In addition, the Sixth-B teacher resolved the understanding problem by providing a variety of other examples, as well as conducting a more personal final confirmation by asking direct questions to each student at the end of the lesson.

The results of interviews with the two teachers provide a strong contextual basis for the differences in problems that emerged in each class during the observation. In Class Sixth-A,

the rigid learning environment and low student self-involvement were closely related to boredom with the worksheet-focused material. This was reflected in Class B's acknowledgement of the psychological challenges facing today's elementary school students. She stated, *"The difficult challenge is literacy. Today's children easily get bored if they just memorize, and many children lose focus if the material is too complicated and uninteresting."* This quote from Class B's teacher indirectly explains why students in Class Sixth-A tend to be passive when faced with a purely lecture method.

Meanwhile, the potential for disruptive classroom management issues in Class Sixth-B due to high enthusiasm is supported by Class B's own statement that the class uses energetic and engaging songs and requires interactive activities where students are divided into groups to interact with each other... The final results are presented to the class. This dynamic, communal activity presents a greater classroom control challenge for the Class B teacher.

Regarding problem-solving, the interview results align closely with observational findings regarding how the two teachers address student learning difficulties. The similarity between the two teachers' repeated explanations of the material

was confirmed by Teacher A, who stated that "*Students who need deeper understanding receive more questions, and automatically receive repeated explanations.*" Furthermore, differences in problem-solving techniques were also evident.

Teacher A resolved comprehension issues by directly checking worksheets on the spot, reinforced by a teaching habit of "*following the flow of the lesson in the worksheet.*" In contrast, the Class B teacher outlined preventative measures and a variety of more personalized examples. To help students who were confused or slow, the Class B teacher explained, "*I provide extra guidance slowly, using simple examples so they can easily understand.*" Furthermore, Class B teachers' technique for resolving conceptual confusion (such as time differences) involved relating them to real-life situations through a story-based timeline method, and providing final confirmation in person "*through direct assessment/spontaneous question and answer/short oral test.*"

4.2 Discussion

Based on field findings, the implementation of grammar teaching strategies (*grammar*) by both teachers shows a very clear dichotomy of approach, namely a deductive approach in class VI-A and an inductive approach in class VI-B. This phenomenon provides

a real picture of how language pedagogy theories are applied in a variety of ways in elementary school classrooms.

a) Deductive Approach in Class VI-A

In class VI-A, teachers predominantly apply lecture methods that are linear and text-based (*textbook-centered*) by relying on Student Worksheets. This approach closely reflects the principles of explicit grammar instruction or explicit grammar teaching. Referring to the theory of Ellis (2006), explicit instruction is designed to help students understand language structures consciously (*conscious learning*), which is generally considered effective in formal environments where the target language acts as a foreign language (EFL). The class VI-A teacher began by explaining the writing formula.

Although Ellis (2006) argues that this method helps develop formal linguistic competence, the facts on the ground show the emergence of negative psychological consequences in the form of student boredom and passivity. Based on observations, students in grades VI-A tend to be passive, only moving or translating sentences when receiving direct instructions from the teacher. This is in line with the views of Slavin (2006) and Joyce, Weil, and Calhoun (2009), who emphasized that good learning strategies must be able to encourage active student involvement both cognitively and emotionally. If learning only focuses on the transfer of

knowledge one way without considering individual learning styles (Slavin, 2006), then the academic atmosphere feels more rigid and mechanical, reducing students' internal motivation, which is very crucial for elementary school-aged children (Ellis, 2006).

b) Inductive Approach in Class VI-B

In contrast, teachers in class VI-B demonstrated the application of strategies rooted in Contextual Teaching and Learning (CTL) and Communicative Language Teaching (CTL). Teachers integrate grammar into real communication functions by linking the material *Simple Future Tense* with students' daily activity plans. This step aligns with Sari's (2020), in which the CTL-based approach aims to make language learning more relevant, functional, and meaningful (*meaningful learning*) for students' practical lives.

Theory Implicit Grammar Teaching, which was put forward by Krashen (1982), states that grammatical abilities are acquired more naturally through meaningful language exposure (*comprehensible input*) rather than memorizing formulas explicitly. A Grade VI-B teacher creatively applies this principle by using audio media in the form of energetic songs to introduce vocabulary and future tense concepts. Brewster, Ellis, and Girard (2002) emphasize that songs and games are pedagogical instruments that are very effective for teaching grammatical structures to children because they

accommodate their natural kinesthetic and musical learning style. The use of collaborative learning groups (collaborative learning) in class VI-B, which ended with a group presentation in front of the class, proved the truth of the theory of Richards and Renandya (2002) and Joyce et al. (2009) that active social involvement in communicative tasks is able to build conceptual understanding as well as train students' productive courage (oral production).

4.2.1 Interpretation of Learning Challenges and Teacher Solutions

Each instructional strategy choice has direct implications in the form of specific challenges in the classroom. The research findings demonstrate the variety of obstacles faced by Teacher VI-A and Teacher VI-B, and how the characteristics of the solutions they adopted reflect the teacher's professional role.

a) Cognitive-Literacy Problems vs. Classroom Management

In grade VI-A, the biggest challenge lies in the low level of active, independent student engagement due to boredom with text-based worksheets. In an interview, the grade VI-B teacher confirmed this psychological symptom, stating that today's children face acute literacy challenges, where they easily become bored if asked to simply memorize complex and

abstract concepts. Theoretically, according to Jean Piaget (1972), children aged 11–12 years are in a transitional period from the concrete operational stage to the formal operational stage. This means that even though they are starting to be able to think abstractly, they still need a contextual bridge to avoid experiencing learning anxiety (*learning anxiety*) when faced with complex linguistic rules (Pentury, Anggraeni, & Pratama, 2020). Teacher VI-A's inability to provide varied conceptual bridges causes students to lose their cognitive focus.

On the other hand, class VI-B teachers face the opposite challenge, namely class management (*classroom management*). The high enthusiasm of students triggered by singing, playing, and group work activities has the potential to create a classroom situation that is too noisy and uncontrolled if not tightly organized. This is in accordance with Slavin's (2006) warning that a student-centered learning environment requires much more adaptive and dynamic classroom management skills. Teachers are required to create a balance between maintaining high learning motivation (Ellis, 2006) and maintaining class order so that the substance of the grammatical material remains conveyed effectively.

b) Analysis of Teacher Solutions to Student Difficulties

In response to students' difficulties understanding tense differences, the remedial actions taken by both teachers

demonstrated their deep understanding of the teacher's role as a facilitator (Ur, 2012). The sixth-grade teacher chose a mechanical approach by simplifying sentence structures on the board and immediately checking students' worksheet answers individually on the spot. This solution tended to be a short-term correction without addressing the root of the students' conceptual confusion.

Meanwhile, the VI-B class teacher implemented a more comprehensive solution and was in accordance with Cameron's (2001) theory regarding child-friendly language teaching (age-appropriate instruction). Teacher VI-B uses a story-based timeline method (story-based timeline method) to visualize the different concepts of time (past, present, and future) in a concrete way. Cameron (2001) emphasizes that visualization Contextual methods make it easier for children to digest abstract theoretical ideas. In addition, the personal confirmation technique used by Teacher VI-B through spontaneous oral questions (*spontaneous short oral test*) at the end of the session reflects the thinking of Larsen-Freeman (2003). Larsen-Freeman (2003) emphasized that grammar assessment should not be limited to rigid written tests, but should involve direct observation of participation and spontaneous oral abilities in order to measure students' true linguistic competence (*grammaring competence*).

4.2.2 Comparison with Previous Research

The results of this research enrich the literature on teaching English to children (Young Learners), and show consistent patterns as well as interesting differentiation when compared with several previous studies.

First, the findings in class VI-B regarding the effectiveness of the communicative method and the use of songs strongly support the research results of Rahman and Putri (2021) entitled “Teachers’ Use of Interactive Activities in Grammar Teaching for Young Learners.” Rahman and Putri (2021) found that interactive activities such as games and storytelling proved effective in helping elementary school students understand grammatical concepts and maintain their motivation to learn. The enthusiastic engagement of grade VI-B students in group discussions and class presentations further validated these findings within the sociocultural context of Islamic-based schools in Malang.

Second, this study provides a complementary perspective to the study by Sari, Rahman, and Putri (2022) regarding the implementation of Task-Based Language Teaching (TBLT). In a study by Sari et al. (2022), it was found that providing structured communicative tasks significantly increased active class

participation. In class VI-B, group assignments to compose future plan sentences and present them acted as a form of practical communicative task that sharpened grammatical competence (Alisoy, 2023).

Third, regarding the problem of student boredom due to dry textbooks in grade VI-A and classroom management issues in grade VI-B, the results of this study overlap with a study by Prasetyo (2023), which examined the challenges of grammar learning in elementary schools. Prasetyo's (2023) discussion highlights that the extreme reliance on traditional teaching methods (such as drill, memorizing formulas, and working on worksheets without media) strongly correlates with low levels of in-depth understanding and high levels of student boredom. Conversely, teachers who switched to using collaborative techniques and visual/audio aids were able to effectively overcome these limitations. This research confirms that the challenge of children's literacy boredom can be mitigated if teachers have the flexibility of pedagogical competence to shift from pure lecture methods to more interactive and contextual learning.

CHAPTER V

CONCLUSION & SUGGESTIONS

This chapter presents conclusions and suggestions based on the research findings. The conclusions section contains a summary of the findings and discussion based on the research problem. Meanwhile, the suggestions contain recommendations for future researchers to achieve more optimal study results.

5.1 Conclusion

Based on the results of action research and data analysis regarding teacher strategies in teaching grammar to sixth-grade students, several logical and comprehensive conclusions can be drawn. This study portrays two very different teaching approaches in grade VI-A and grade VI-B, where each strategy has a unique impact on student engagement and their written learning outcomes.

First, the teacher in class VI-A implemented a deductive learning strategy using a traditional linear lecture method and fully based on textbooks and Student Worksheets. On the other hand, the teacher in class VI-B implemented an inductive learning strategy through contextual teaching and learning and communicative methods. The teacher in class VI-B used audio media in the form of energetic songs and group discussions (collaborative learning) to introduce the concept of tenses (Simple Future Tense).

Second, there is an interesting finding and a logical paradox found in the results. Student worksheets in the field, although not explicitly written in the previous chapter draft. The results of data collection show that the grades of students' written assignments in grade VI-A were found to be better and higher than those of students in class VI-B. This can be logically explained through the relationship between the teaching method and the type of evaluation used. Explicit learning methods and structured exercises (drill and practice) in class VI-A directly train students' focus on formal structures (forms) and mathematical formulas, so they are more prepared and accustomed to answering mechanical written questions in the worksheets. Conversely, the communicative method in class VI-B, which focuses on fluency and group work, makes students very enthusiastic and active, but their attention to the details of the written formulas is reduced.

As a result, their written abilities on the worksheets are not as accurate as those of class VI-A students who are trained structurally every day. Overall, this study concludes that no single strategy is perfect for all aspects of grammar learning in elementary school-age children. The deductive-explicit approach in class VI-A excels in increasing written test scores significantly. Short-term but risks creating boredom and passivity in students (Slavin, 2006). Meanwhile, the inductive-contextual approach in class VI-B excels in building students'

motivation, and social interaction (Richards & Renandya, 2002), but requires extra supervision to ensure that the accuracy of students' written grammar is maintained. Good.

5.2 Suggestions

In connection with the above conclusions, the researcher puts forward several practical and academic suggestions which are expected to make a positive contribution to improving the quality of English language learning in the future:

5.2.1 For English Teachers

Teachers are recommended to apply a combination of learning strategies or the eclectic approach. Teachers shouldn't rely solely on one method. To achieve good written test scores while keeping the class enjoyable, teachers can combine clear explanations of formulas at the beginning (as in grades VI-A), followed by games, songs, or group discussions (as in grades VI-B) to practice them. Furthermore, teachers should always communicate learning objectives at the beginning of class to ensure a clear direction for students' learning from the outset.

5.2.2 For Future Researchers

Future researchers are advised to conduct experimental research or classroom action research that directly tests the effectiveness of combining explicit-deductive and implicit-

inductive methods on elementary school students' learning outcomes. Future researchers are also expected to explore more comprehensive assessment instruments, not only measuring written worksheet scores, but also measuring students' speaking practice scores objectively so that the full potential of the communicative method can be fairly reflected in scientific reports.

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APPENDICES

Appendix I: Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Gajayana 50 Malang Telepon (0341) 552398 Faksimile (0341) 552398
Website : <https://fitk.uin-malang.ac.id> Email : fitk@uin-malang.ac.id

Nomor : 0110/Un.03.1/TL.00.1/06/2026
Perihal : **Izin Penelitian**

9 Juni 2026

Yth. **Kepala Madrasah MI Tahfidz Baitur Rohman**
Jl. Flamboyan No.99 RT.14 RW.06 Malangsuko Kec.Tumpang Kab.Malang kode Pos 65156
di
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka memenuhi tugas akhir bagi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang untuk melakukan penelitian lapangan pada lembaga atau perusahaan.

Oleh karena itu, kami mohon kepada Bapak/Ibu kiranya berkenan untuk memberikan izin penelitian di instansi atau perusahaan Bapak/Ibu pimpin kepada mahasiswa kami :

Nama : AULIA SIFA KAMILA
NIM : 19180053
Program Studi : TADRIS BAHASA INGGRIS
Semester : XIV (Empat Belas)
Contact Person : 082257111457
Judul Penelitian : TEACHERS' STRATEGIES IN TEACHING GRAMMAR TO SIXTH GRADE AT ELEMENTARY SCHOOL IN MALANG
Dosen Pembimbing : -

Perlu kami sampaikan bahwa data-data yang diperlukan sebatas kajian keilmuan dan tidak dipublikasikan.

Demikian permohonan kami, atas perhatian dan kerjasama yang baik, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Ketua Program Studi,



Akhmad Mukhlis

Tembusan disampaikan kepada Yth :

1. Dekan Sebagai Laporan,
2. Kabag Tata Usaha,
3. Arsip.



Appendix II Observation Guideline VI-A

Lampiran 1 Pedoman Observasi

Rabu, 5 - 11 - 2025

Judul Penelitian:

STRATEGI GURU DALAM MENGAJAR TATA BAHASA UNTUK KELAS ENAM DI SEKOLAH DASAR

Nama Guru : Bu Lilik Masruroh, Spd

Kelas : VI

(Simple future tense)

- future activities

- 19 anak (Fahri & Mazidah)

Aspek yang Diamati:

> Kegiatan Pra-Mengajar:

1. Apakah guru meninjau materi sebelumnya? *ya*
2. Bagaimana guru memotivasi siswa sebelum memulai pelajaran? *ke breaking tepuk tangan*
3. Apakah guru menjelaskan tujuan pembelajaran? *tidak*

> Kegiatan Mengajar Peluit:

o Metode Pengajaran:

1. Apakah guru menggunakan metode *langsung* atau metode kontekstual? *langsung pada buku*
2. Apakah guru menggunakan permainan atau lagu untuk memperkenalkan konsep tata bahasa? *tidak*
3. Apakah guru memberikan contoh kalimat yang mudah dipahami? *ya*

o Penggunaan Media dan Sumber Belajar:

1. Apakah guru menggunakan papan tulis, gambar, kartu catatan, atau media visual lainnya? *tidak*
2. Apakah guru menggunakan buku teks, lembar kerja, atau materi tambahan lainnya? *buku teks*

o Interaksi dan Aktivitas Siswa:

1. Apakah guru mendorong siswa untuk bertanya? *ya, ada pertanyaan / guru*
 2. Bagaimana guru memastikan siswa berpartisipasi aktif dalam pelajaran? *ya, menaruh anak ke untuk membahas soal*
 3. Apakah ada kegiatan berpasangan atau berkelompok? *individu*
- #### o Memberikan Umpan Balik:
1. Bagaimana guru mengoreksi kesalahan siswa? *guru melihat hasil lembar kerja yang dikerjakan*
 2. Apakah guru memberikan penjelasan tambahan jika siswa mengalami kesulitan? *ya, karena dalam mengerjakan lks ada yang salah*
 3. Apakah umpan baliknya membangun dan positif? *ya*

> Kegiatan Pasca Mengajar:

1. Apakah guru melakukan evaluasi singkat di akhir pelajaran? *ya*
2. Bagaimana guru meringkas atau menyimpulkan materi yang diajarkan? *guru mengulang kembali materi kemudian menyimpulkan dengan kalimat sederhana*
3. Apakah guru memberikan pekerjaan rumah atau latihan? *tidak*

Catatan Tambahan:

- Perhatikan strategi spesifik yang paling sering digunakan guru. menggunakan metode ceramah
- Perhatikan respons siswa terhadap strategi ini (misalnya, apakah mereka tampak antusias atau bosan).
- Tuliskan kutipan atau percakapan menarik yang terjadi selama pengamatan.

where will putri go tomorrow

siswa mengartikan kalimat

Appendix III Observation Guideline VI-B

Lampiran 1 Pedoman Observasi

Judul Penelitian: Kamis, 06 November 2025

STRATEGI GURU DALAM MENGAJAR TATA BAHASA UNTUK KELAS ENAM DI SEKOLAH DASAR

Nama Guru : Eka Noerma simple future tense

Kelas : VI

Aspek yang Diamati:

- > Kegiatan Pra-Mengajar:
 1. Apakah guru meninjau materi sebelumnya? ya (simple past tense)
 2. Bagaimana guru memotivasi siswa sebelum memulai pelajaran? tidak
 3. Apakah guru menjelaskan tujuan pembelajaran? tidak
- > Kegiatan Mengajar Peluit:
 - o Metode Pengajaran:
 1. Apakah guru menggunakan metode langsung atau metode kontekstual? ya, kontekstual
 2. Apakah guru menggunakan permainan atau lagu untuk memperkenalkan konsep tata bahasa? lagu (ucap)
 3. Apakah guru memberikan contoh kalimat yang mudah dipahami? ya
 - o Penggunaan Media dan Sumber Belajar:
 1. Apakah guru menggunakan papan tulis, gambar, kartu catatan, atau media visual lainnya? papan tulis
 2. Apakah guru menggunakan buku teks, lembar kerja, atau materi tambahan lainnya? buku teks dan lembar
 - o Interaksi dan Aktivitas Siswa:
 1. Apakah guru mendorong siswa untuk bertanya? ya, guru selalu mengajukan pertanyaan
 2. Bagaimana guru memastikan siswa berpartisipasi aktif dalam pelajaran? ketika murid apakah
 3. Apakah ada kegiatan berpasangan atau berkelompok? berkelompok ada yg ditanyakan?
 - o Memberikan Umpan Balik:
 1. Bagaimana guru mengoreksi kesalahan siswa? melihat 1 per 1 pekerjaan mereka
 2. Apakah guru memberikan penjelasan tambahan jika siswa mengalami kesulitan? ya, sebelum dipresentasikan
 3. Apakah umpan baliknya membangun dan positif? ya
- > Kegiatan Pasca Mengajar:
 1. Apakah guru melakukan evaluasi singkat di akhir pelajaran? ya
 2. Bagaimana guru meringkas atau menyimpulkan materi yang diajarkan? guru mengulang kembali
 3. Apakah guru memberikan pekerjaan rumah atau latihan? tidak memberikan contoh yang lain kemudian siswa diberikan pertanyaan 1 per 1

Catatan Tambahan:

- Perhatikan strategi spesifik yang paling sering digunakan guru.
- Perhatikan respons siswa terhadap strategi ini (misalnya, apakah mereka tampak antusias atau bosan). tidak, siswa sangat antusias dalam belajar karena ada permainan yg mengharuskan mereka untuk presentasi secara kelompok
- Tuliskan kutipan atau percakapan menarik yang terjadi selama pengamatan.

→ Materi simple past tense siswa melakukan kegiatan individual Assignment dengan menanyakan kegiatan apa yang dilakukan besok? what will you do tomorrow?

CS Dipindai dengan CamScanner

Appendix IV Interview Questions Teacher A

Lampiran 2 Pertanyaan Wawancara

Wawancara ini bertujuan untuk menyelidiki lebih dalam strategi yang digunakan guru, alasan di balik pilihan strategi mereka, dan tantangan yang mereka hadapi dalam mengajarkan tata bahasa.

Bagian 1: Latar Belakang dan Pengalaman Mengajar

1. Sudah berapa lama Anda mengajar bahasa Inggris, khususnya di tingkat sekolah dasar? *sekitar 10 thn*
2. Menurut Anda, mengapa tata bahasa penting untuk diajarkan kepada siswa kelas enam? *Karena dengan tata bahasa yg benar kita mampu berkomunikasi / berdialog dgn baik.*

Bagian 2: Strategi Pengajaran Tata Bahasa

1. Secara umum, apa strategi utama yang Anda gunakan dalam mengajar tata bahasa kepada siswa kelas enam? *pemahaman grammar (teacher center)*
2. Bisakah Anda berbagi satu contoh strategi yang paling efektif dan bagaimana Anda menerapkannya di kelas Anda?
3. Apakah Anda memiliki urutan atau langkah khusus saat memperkenalkan materi tata bahasa baru? *sesuai LKS*
4. Bagaimana Anda mengintegrasikan tata bahasa dengan keterampilan lain seperti berbicara, membaca, atau menulis?
5. Apakah Anda menggunakan permainan, lagu, atau aktivitas lain untuk membuat pembelajaran tata bahasa lebih menarik? Jika ya, bisakah Anda memberikan contohnya? *game pernah tapi lupa nama contohnya*

Bagian 3: Tantangan dan Solusi

1. Apa tantangan terbesar yang Anda hadapi saat mengajar tata bahasa di tingkat sekolah dasar?
2. Bagaimana Anda mengatasi kesulitan siswa, seperti kebingungan tentang bentuk waktu sekarang dan bentuk waktu lampau?
3. Bagaimana Anda menilai pemahaman siswa terhadap materi tata bahasa yang Anda ajarkan? *dengan tes lisan*
4. Apakah ada perbedaan dalam cara Anda mengajarkan tata bahasa kepada siswa yang belajar dengan cepat dan mereka yang membutuhkan waktu lebih lama? *ya, siswa yang butuh waktu lebih lama akan lebih sering mendapatkan pertanyaan sehingga secara otomatis mendapatkan penjelasan berulang*

Appendix V Interview Questions Teacher B

Lampiran 2 Pertanyaan Wawancara

Wawancara ini bertujuan untuk menyelidiki lebih dalam strategi yang digunakan guru, alasan di balik pilihan strategi mereka, dan tantangan yang mereka hadapi dalam mengajarkan tata bahasa.

Bagian 1: Latar Belakang dan Pengalaman Mengajar

1. Sudah berapa lama Anda mengajar bahasa Inggris, khususnya di tingkat sekolah dasar? 3 thn
2. Menurut Anda, mengapa tata bahasa penting untuk diajarkan kepada siswa kelas enam? agar anak-anak tidak hanya bisa membaca & menulis, bisa kata B.ing saja tp jg bisa paham

Bagian 2: Strategi Pengajaran Tata Bahasa

1. Secara umum, apa strategi utama yang Anda gunakan dalam mengajar tata bahasa kepada siswa kelas enam? Kontekstual & aplikatif tidak hanya menghafal teori saja mengajar bahasanya. serta untuk persiapan ke SUP agar sml lebih
2. Bisakah Anda berbagi satu contoh strategi yang paling efektif dan bagaimana Anda menerapkannya di kelas Anda? Bermain Peran / Role Play
3. Apakah Anda memiliki urutan atau langkah khusus saat memperkenalkan materi tata bahasa baru? punya
4. Bagaimana Anda mengintegrasikan tata bahasa dengan keterampilan lain seperti berbicara, membaca, atau menulis?
5. Apakah Anda menggunakan permainan, lagu, atau aktivitas lain untuk membuat pembelajaran tata bahasa lebih menarik? Jika ya, bisakah Anda memberikan contohnya? ya

Bagian 3: Tantangan dan Solusi

1. Apa tantangan terbesar yang Anda hadapi saat mengajar tata bahasa di tingkat sekolah dasar? literasi
2. Bagaimana Anda mengatasi kesulitan siswa, seperti kebingungan tentang bentuk waktu sekarang dan bentuk waktu lampau? Menggunakan Metode Cerita berdasarkan garis waktu
3. Bagaimana Anda menilai pemahaman siswa terhadap materi tata bahasa yang Anda ajarkan? nya
4. Apakah ada perbedaan dalam cara Anda mengajarkan tata bahasa kepada siswa yang belajar dengan cepat dan mereka yang membutuhkan waktu lebih lama? ya,

Bagian 2:

2. Siswa dibagi menjadi beberapa kelompok untuk saling berinteraksi menggunakan B.ing dengan menanyakan kegiatan apa saja yang dilakukan dimasa lampau / yg akan dilakukan dimasa mendatang. hasil akhirnya dipresentasikan kedepan kelas.
3. a.) memberikan contoh dahulu.
b.) mengamati materi tersebut, ditunjukkan perbedaannya, misal pada penggunaan kalimat V_1 / V_2 .
c.) Latihan soal bersama & dan evaluasi.
4. Dengan cara mengidentifikasi kalimat saat membaca sebuah dongeng, contoh lain dalam menulis, siswa diminta menulis pengalaman pribadi dengan menerapkan aturan tata bahasa tsb dan diakhiri dengan presentasi depan kelas untuk melatih keberanian anak-anak berbicara di depan teman-temannya.
5. contohnya dalam menghafal kosakata menggunakan lagu yang energik & menarik, anak jadi cepat paham & hafal.

Bagian 3:

1. anak-anak jaman sekarang mudah bosan jika hanya menghafal saja, selain itu anak-anak banyak yg kurang fokus jika materi yang disajikan terlalu rumit dan tidak menarik.

2. - Misal bentuk waktu setarung : guru meminta siswa mencertakan apa yang sedang dilakukan hari ini. *ex* : saya sedang belajar disekolah.
- Bentuk lampau : guru meminta anak^{xx} mengingat apa yang dilakukan saat liburan.
Jadi dengan mengaitkan kegiatan sehari^{xx} anak jadi akan lebih paham.
3. - lewat penilaian langsung / tanya jawab / tes lisan singkat.
- lewat penilaian lks / tulis.
4. - untuk siswa yang belajar cepat saya memberi tugas lebih / menjadi tutor sebaya bagi yang lain. Sedangkan untuk siswa yang butuh waktu lama, ~~guru~~ berikan bimbingan ekstra secara perlahan menggunakan contoh bahasa yang sederhana agar mudah dipahami anak-anak.

Appendix VI Student's score

Sixth-A Score

NAMA	I Played Football Yesterday
	15
BDULLAH KAFABIHI SHIDDIQ	80
BID AQILA PRANAJA	100
CHMAD MUZAKKI	100
HMAD YUSUF HABIBI	80
RINA MAYAN FA'UNA	100
SSHOFA KANZA SALSABILA	100
AIZA RAMADHANI	100
ATIMAH AZZAHRA	90
ADING ARIFA PUSPANDYA	100
EEHANAYA FAHDA ADDINI	100
IARIA AIDA SYAZWINA	70
IAZIDATUL MARZUKOH	100
IUHAMMAD AMINUL KAMIL	70
IUHAMMAD ULUF BUNAYYA FATYA	100
IUHAMMAD ZAIDAN AL-FAHREZA	100
IAJWA HILYATUZZAHRO AL AZI	100
IKMATUS SHOLICHAH	100
ONITATUS SALAMAH	100
UMNA JIHAN ATIKAH	100

Sixth-B Score

No	Nama	JK	I play football yesterday
1	DIANDRA ATHAYA QUEENSYA FP	P	95
2	FATIN GLADYS ADIBAH SALSABILA	BILA	83
3	HIBBAN AL GHIFARI	L	78
4	MUHAMMAD FADHIL BAIHAQI	L	75
5	MUHAMMAD FADHIL HABIBI	L	78
6	MUHAMMAD FIKRI RAMDHANI	L	75
7	MUHAMMAD IQBAL ALHAFIDZ	L	78
8	USAID RABBANI	L	72

Appendix VII Documentation



Appendix VIII Evidence of Consultation and Guidance

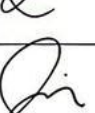
BUKTI KONSULTASI BIMBINGAN SKRIPSI

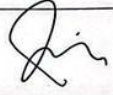
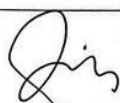
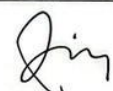
Nama : Aulia Sifa Kamila

NIM : 19180053

Judul Skripsi : TEACHERS' STRATEGIES IN TEACHING
GRAMMAR TO THE SIXTH GRADE AT
ELEMENTARY SCHOOL IN MALANG

Dosen Pembimbing : Maslihatul Bisriyah, M.TESOL

No.	Tanggal/Bulan/Tahun	Materi Bimbingan	TTD
1	12 Desember 2024	Konsultasi Pertama	
2	3 Januari 2025	Konsultasi Kedua	
3	13 Juli 2025	Penyerahan Proposal Skripsi Bab 1 – 3	
4	8 Agustus 2025	Konsultasi dan Revisi Pertama Bab 1 - 3	
5	25 Agustus 2025	Penyerahan Revisi Pertama Bab 1 - 3	
6	21 September 2025	Seminar Proposal	
7	17 Oktober 2025	Konsultasi Pelaksanaan Penelitian (Pengumpulan Data)	
8	17 Desember 2025	Validasi Revisi Instrumen Penelitian (Pertanyaan Wawancara)	

9	11 Mei 2026	Konsultasi Bab 4	
10	16 Mei 2026	Revisi Bab 4	
11	08 Juni 2026	Konsultasi Bab 5 dan Abstrak	
12	11 Juni 2026	Konsultasi dan Penyerahan Revisi Bab 5 dan Abstrak	
13	18 Juni 2026	Pengambilan Naskah Skripsi dan Revisi Kedua Bab 4 – 5 dan Abstrak	
14	23 Juni 2026	ACC Naskah Skripsi untuk Sidang	

Malang, 23 Juni 2026

Dosen Pembimbing



Maslihatul Bisriyah, M.TESOL
NIP. 198909282019032016

Appendix IX Curriculum Vitae

Nama Lengkap	: Aulia Sifa Kamila
Tempat, Tanggal Lahir	: Malang, 14 April 2001
Jenis Kelamin	: Perempuan
Agama	: Islam
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Perguruan Tinggi	: UIN Malang
Alamat Rumah	: Dsn. Tamiajeng RT.08 RW.03 Ds. Pandanajeng Kec. Tumpang Kab. Malang Kode Pos. 65156
No. Hp / Telp	: 082257111457
Alamat Email	: auliasyifa1404@gmail.com
Riwayat Pendidikan	
1. 2005-2007	TK Dharma Wanita Persatuan 01
2. 2007-2013	SDN 01 Pandanajeng
3. 2013-2016	MTsN Tumpang
4. 2016-2019	MA Al Ma'arif Singosari
5. 2019-2023	UIN Maulana Malik Ibrahim Malang



Malang, June 23rd 2026

Mahasiswi,

Aulia Sifa Kamila